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ABSTRACT

The District of Columbia's Multi-Arts Service Program, whose second year of implementation (1983-84) is evaluated here, is a multi-disciplinary program in music, dance, theater, and visual arts designed for public school students in Grades K-9. The program's primary objectives are to (1) increase student awareness of the arts through assemblies, (2) increase student interest in the arts through lecture-demonstrations, and (3) increase student interest in pursuing the study of the arts through workshops. The assemblies, lecture-demonstrations, and workshops of which the program is composed are developed and presented by teachers and students from Duke Ellington School of the Arts. Findings show that although all types of performances presented were observed to be enthusiastically received, documentation of interest as designed for the project was submitted only for the second objective (the lecture-demonstrations), hence, the first and third objectives were not met as stated. Appendices, which make up the bulk of the document, contain the evaluation model schema; student awareness and interest questionnaires; a sample press release and reservations list for assemblies; samples of unsolicited letters concerning assemblies; a schedule of lecture-demonstration performances; summaries of student ratings; question responses for dance, music, visual arts, and music programs; and the letter used to identify students for workshops. (LH)

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PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

MULTI-ARTS SERVICE PROGRAM

FINAL REPORT

1983-1984

Prepared by
Division of Quality Assurance

1983-1984

MULTI-ARTS SERVICE PROGRAM

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SUMMARY AND FINDINGS

Title

Multi-Arts Service Program

Project Coordinators

Jean Robinson Yancey

Target Population

Students in kindergarten through ninth grade in the District of Columbia Public School (DCPS) system

Background

The Ellington School of the Arts began in 1974 as a school with an emphasis on excellence in both the arts and academics. The Multi-Arts Service Program, an ECIA Chapter 2 program at Ellington, began in 1982, its purpose being to demonstrate the arts to elementary and junior high school students. The program features four art forms - music, dance, drama and visual arts presented in the form of assemblies, lecture-demonstrations and workshops. Lectures were provided by teachers. The prime demonstrators of the art forms were, however, the Ellington students. Through participation in the lecture-demonstrations and workshops, regular DCPS students were also able to demonstrate their skills and talents. Thus, the program served as a forum for the identification of prospective Ellington students.

Stated Objectives

A: Participants in the Multi-Arts Program (grades K-9) who receive exposure to the program through assemblies will demonstrate through responses on a questionnaire increased awareness of the arts.

B: Participants in the Multi-Arts Service program (grades 7-9) who receive exposure to the program through Lecture-Demonstrations at their home schools will demonstrate a high interest in the arts through requests for participation in workshops and through responses on questionnaires.

C: Participants in the Multi-Arts Service program who attend workshops held at the Duke Ellington School of the Arts, will demonstrate through requests for auditions and through responses on questionnaires, a high interest in pursuing the study of the arts.

Evaluation

The evaluation follows the Planning, Monitoring, and Implementing (PMI) Evaluation Model for Decision-Making which was developed by the Division of Quality Assurance, District of Columbia Public Schools.

Findings

1. Although space was limited due to the construction activities at the Duke Ellington School, 1,600 students attended the assemblies with 600 at the Christmas Program, 500 at the Black History Assembly and 500 at the Spring Dance Recital.

2. It was not possible to analyze the Arts Awareness questionnaires since they were not submitted, but 33 unsolicited letters concerning the assemblies were reviewed and they were all positive.

3. Eight lecture-demonstrations took place at junior high and middle schools throughout the district, based on requests submitted indicating needs.

4. An average of six students from each school that had a lecture-demonstration indicated interest in participating in a workshop.

5. An average of 12 students per lecture-demonstration indicated interest in further training.

6. The mean score on a rating scale on an increase of interest in the arts due to the lecture-demonstration was four on a five point scale.

7. Other responses on questionnaires concerning the lecture-demonstrations showed that at least 70% of the students enjoyed the activitee, felt they had learned a lot and were interested in further participation.

8. Workshops were presented at one site but questionnaires were not submitted so there was no written documentation concerning student interest in that area.

BACKGROUND AND DESCRIPTION

Introduction

Purpose - The purpose of the Multi-Arts Service Program was to provide DCPS students with a multi-disciplinary program in music, dance, theatre and visual arts with the intention of increasing student awareness of the arts, student recognition of the arts as being a vital force in their lives and student interest in the arts and/or in pursuing the study of the arts.

Need - The Superintendent of the DCPS had, in her comprehensive education plan, recognized the need to include the arts as an important part of the agenda. Many students in the District of Columbia Public Schools have had little opportunity to see major art productions and to learn to appreciate the arts. For those with potential talent, there was a need for role models with whom the students could identify. A practical experience with a variety of art disciplines such as that provided through the lectures, demonstrations and workshops of the Multi-Arts Service Program was likely to increase student interest in the arts and in the possibility of pursuing the arts as a career. Such an experience also increased student awareness of Ellington School and its offerings thereby strengthening the program of the school.

History - Since its inception in 1974 the Ellington School of the Arts has made progress towards gaining recognition for the arts program which it promotes. It not only promotes the development of artistic qualities but places equal stress on excellence in academic achievement. In the past years, efforts were directed primarily towards internal development. The Multi-Arts Service Program reached out to other schools and offered to them the services of its talented youth and teachers. Thus, the school played a central role in increasing the career options of students of the DCPS.

Program

General - The Multi-Arts Service Program was a multi-disciplinary program in music, dance, theatre and visual arts designed for students in kindergarten through ninth grade in the DCPS.

Program Components - The specific program components for each of the art forms represented were determined by department heads at the Ellington School. The dance featured ethnic dance, classical and modern dance. The visual arts were focused on the printmaking process and technique in using silkscreen printing. The content of the music curriculum included instrumentals and voice while experiences in theatre included technical skills in acting, dancing and singing.

Structure - Productions in the four art forms were to be presented by the Ellington students and their teachers in the form of assemblies, lecture-demonstrations and workshops.

Assemblies were to be open to all students from kindergarten through the ninth grade. The lecture-demonstrations were designed for students in the seventh, eighth and ninth grades. The workshops were to be limited to those students who expressed interest in participation and who had teacher or counselor recommendation.

The assemblies were to feature live productions in music, dance and drama by the Ellington students. The objective was to introduce the various art forms so as to increase student awareness. For those students who had never seen a live production, the assemblies managed by ushers and marked by the professional quality of the performance by the Ellington students would have the semblance of such a production.

Participating schools were to receive lecture-demonstrations in the four art forms in varying combinations depending on needs identified on a needs assessment form completed by principals. The lectures were to be delivered by the teachers while the demonstrations were by the Ellington students. Ample opportunity was to be provided during the lecture-demonstrations for the DC students to try out their skills, to interact with the Ellington students, to ask questions and to acquire information about the program of the Ellington School of the Arts.

The workshops were designed to allow a more intensive participation of DCPS students. Students were to learn specific skills in the art forms represented. The classes were to be taught by teachers with assistance from the Ellington students. The workshop classes were to provide the opportunity to identify prospective students who were skilled or talented for future auditions with the Ellington schools.

EXTERNAL EVALUATION DESIGN - PLANNING, MONITORING AND IMPLEMENTING (PMI) EVALUATION MODEL FOR DECISION-MAKING

The evaluation follows the Planning, Monitoring, and Implementing (PMI) Evaluation Model for Decision-Making which was developed by the Division of Quality Assurance, District of Columbia Public Schools. (See Appendix A.) The evaluation design which was developed at the beginning of the project year, consisted of the intended inputs, processes and outcomes on specially designed status report forms. The interim report distributed at the mid-point of the project cycle related, on the status report forms, agreements or discrepancies between intended and observed inputs and processes. This final report includes the interim report data brought up to date, plus the agreements and discrepancies between intended and observed outcomes for each objective. Supporting data are included in the appendix. Preceding the PMI status report forms is the results section which summarizes the agreements and discrepancies for each objective and states a general conclusion.

RESULTS

EVALUATION RESULTS - NARRATIVE SUMMARY

The result of the evaluation are summarized in this section. The summary is based on the information provided for inputs, processes and outcomes in the PMI reporting format which is presented after the summary. Supporting data are provided in the appendix.

Objective A: Participants in the Multi-Arts Program (grades K-9) who receive exposure to the program through assemblies will demonstrate through responses on a questionnaire increased awareness of the arts.

The inputs for Objective A had statuses of agreement between all observed and intended items except that of adequate space for assemblies. Since the Ellington School was under renovation, assemblies were held at the Zion Baptist Church where space was a problem. Personnel inputs, all showing agreement, were the coordinator, principal, department heads, clerical assistance, school contract persons, producer/consultant, student performers and students (K-9) from participating schools. Other inputs with agreement between observed and intended items were appropriate arts material and equipment, adequate office supplies and project designed student awareness questionnaires.

On the processes for this objective, 8 of the 10 were observed to be in agreement with those in the corresponding intended column. Sessions were scheduled for Christmas, Black History Month and Spring semester with program segments developed by department heads and coordinated by the assistant principal acting as producer. The producer scheduled rehearsals but was somewhat hampered by limited space at Ellington school due to renovations there. Press releases were developed and disseminated; students whose teachers signed up in advance, attended the assemblies where Ellington students served as ushers. The two discrepancies in the processes occurred because the art awareness questionnaires were not returned and thus not available to the evaluators.

The first observed outcome concerning the holding of the assemblies, was in agreement with its intended counterpart. Although space was limited due to construction activities at the Duke Ellington School, 1600 students attended the assemblies, with 600 at the Christmas program, 500 at the Black History Assembly and 500 at the Spring Dance Recital.. The second outcome, concerning student responses on questionnaires indicating awareness of the arts, had a discrepancy between the intended and observed items, since the questionnaires were not submitted. However, 33 unsolicited letters concerning the assemblies, were all positive.

Since a large percentage of the participants had no way of indicating increased awareness of the arts, Objective A as written was not met.

Objective B: Participants in the Multi-Arts Service program (grades 7-9) who receive exposure to the program through Lecture-Demonstrations at their home schools will demonstrate a high interest in the arts through requests for participation in workshops and through responses on questionnaires.

All inputs in Objective B showed agreement between the observed and intended items. In addition to those inputs similar to Objective A, were students from grades 7-9; adequate space for Lecture-Demonstrations; appropriate and adequate materials, equipment and supplies; and forms (survey of interest and interest questionnaires).

The processes also all showed agreement. The Survey of Interest forms were refined, sent to junior high and middle schools and the results used to determine the direction of the program for the various schools involved. Lecture-demonstrations were scheduled and held for those students whose teachers signed up in advance. Students who attended, completed interest questionnaires which were submitted to the Evaluation Unit.

The status of the first outcome was agreement between the intended and observed items. Calendars provided by the project coordinator as well as site observations showed that eight lecture-demonstrations took place as planned.

Outcome 2a was to show that an average of 8 students from each school that had an arts lecture-demonstration, would request participation in a workshop. The questionnaires showed an average of 8 students per school were interested in further training. The area of highest interest was dance.

Outcome 2b showed the mean rating on interest in the arts to be be 4 on a 5 point scale. A breakdown of separate art areas showed mean ratings of 4 for dance, music and visual arts and 3 for theatre. Other ratings asked for by the arts coordinators showed that at least 70% of the students enjoyed the activities, felt they had learned a lot and were interested in further participation.

With all observed outcomes being in agreement with the intended outcomes, Objective B has been met.

Objective C: Participants in the Multi-Arts Service program who attend workshops held at the Duke Ellington School of the Arts, will demonstrate through requests for auditions and through responses on questionnaires, a high interest in pursuing the study of the arts.

There was agreeement between all additional observed and intended inputs in Objective C. Counselors and principals from participating schools were listed, space for workshops was adequate, supplies were adequate and a questionnaire to assess students interest in pursuing the arts was designed.

There were discrepancies between observed and intended processes on four of the seven items. Originally, the plan was for the project coordinator, principal and department heads to examine the responses on the interest questionnaires to help determine which students to invite to workshops, and then send a list of those students to the contact persons requesting school recommendations. However, after examining the responses, the team decided to send a letter to all junior high and middle schools requesting identification of students. Due to staff scheduling limitations, letters were not sent to students and only one workshop date was scheduled. Each department head prepared workshops for that date but interest questionnaires were not distributed.

The outcomes for Objective C showed agreement on presentation of the workshops but discrepancies on analyses of questionnaire responses. Workshops for each of the art forms were presented at Fillmore Art Center and attended by students from Hardy Middle School. However, without the documentation of student interest through responses to the questionnaire, Objective C could not be met.

Summary

The goal of this project was to provide DCPS students with increasing awareness of and interest in the Arts. This was to be accomplished through assemblies, lecture-demonstrations and workshops. Although all three types of performances were presented and observed to be enthusiastically received, documentation of interest as designed for the project was submitted only for the second objective (the lecture-demonstrations). Thus, the first and third objectives were not met as stated. Since the project does appear to be successful, it is recommended that greater efforts be put into documentation as designed.

Decisions

This report will be forwarded to the Project Director, Project Manager, LEA Chapter 2 Director, the Superintendent and the School Board to aid them in their decision-making concerning this project.

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTING (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: The goal of the program is to provide District of Columbia Public School (DCPS) students with increasing awareness of, and interest in the arts as a vital force in their lives through performance and participation.

Objective A: Participants in the Multi-Arts Program (grades K-9) who receive exposure to the program through assemblies will demonstrate through responses on a questionnaire increased awareness of the arts.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
a. Project Coordinator	Agreement	a. Meetings were held with the project coordinator.
b. Principal	Agreement	b. The principal of Ellington School of the Arts, as listed in DCPS directories, served as principal for the project.
c. Department Heads	Agreement	c. Department heads for music, dance, theatre and visual arts were identified on a roster of faculty heads at Duke Ellington.
d. Clerical assistance	Agreement	d. The project coordinator verified that the secretary in the main office provided help whenever there was a need.
e. School contact persons (usually a counselor)	Agreement	e. A roster of participating schools provided information on the contact person.

OBJECTIVE A

PART I (continued)

INPUTS

INTENDED	STATUS	OBSERVED
f. Producer/Consultant	Agreement	f. A separate producer/consultant was needed but not on staff because of lack of funding. The Assistant Principal of Ellington was designated to act as the producer/consultant.
g. Ellington student performers	Agreement	g. Student performers were observed by the evaluators.
h. Students from participating schools	Agreement	h. A roster of participating schools indicating the number of student participants was on file in the project office.
i. Adequate space for assemblies	Discrepancy	i. The Ellington school was under renovation. Assemblies were held at the Zion Baptist Church where space was a problem.
j. Appropriate arts materials and equipment	Agreement	j. The arts materials and equipment were all adequate and appropriate judging from the presentation observed by the evaluators and verified by the project coordinator.
k. Adequate office supplies	Agreement	k. The project coordinator reported adequate office supplies. Most of the supplies came from Ellington School.
l. Project designed student awareness questionnaires	Agreement	l. The student awareness questionnaire had been designed by the ECIA Chapter 2 Evaluation Unit. (See Appendix B.)

OBJECTIVE A

PART II

PROCESSES †

INTENDED	STATUS	OBSERVED
1.1 The project coordinator, principal and department heads will meet and determine a schedule for the interdisciplinary assemblies.	Agreement	1.1 The project coordinator, principal and department heads met to determine a schedule for the interdisciplinary assemblies. The sessions were scheduled for Christmas, Black History Month and the Spring semester.
1.2 Each department head will develop his or her segment of the program.	Agreement	1.2 All department heads developed a curriculum for their segment of the program as evidenced by the draft provided to the project coordinator and examined by the evaluators.
1.3 The producer will coordinate the program.	Agreement	1.3 The assistant principal of Ellington coordinated the interdisciplinary assemblies as reported by the project coordinator.
1.4 The producer will schedule rehearsals.	Agreement	1.4 The assistant principal scheduled rehearsals. One problem noted to affect the coordination of this effort was limited space at Ellington School, the result of renovations taking place.
1.5 The project coordinator will develop press releases.	Agreement	1.5 The project coordinator developed press releases, examined by the evaluators. (See Appendix C for sample.)

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
1.6 The project coordinator will disseminate press releases.	Agreement	1.6 Records on file in the project office show that press releases were disseminated to all elementary and junior high schools.
1.7 Students from grades K-9 whose teachers have signed up in advance, will attend the assemblies.	Agreement	1.7 Students from grades K-9 whose teachers signed up in advance attended the assemblies, as observed by the evaluators. Reservation lists were examined by the evaluators. (See Appendix D for sample.)
1.8 The project coordinator will coordinate the management activities at the assemblies such as seating arrangements and ushering.	Agreement	1.8 A system for seating schools was developed by the project coordinator. This included using students as ushers. Results of the coordination were observed by the Evaluation Unit attending productions.
2.1 Students who attend the assemblies will complete an arts awareness questionnaire.	Discrepancy	2.1 Questionnaires were not returned.
1. and 2. The project coordinator will submit outcome data to the Evaluation Unit by June 1984.	Discrepancy	1. and 2. The outcome data designated in the evaluation design, were not available. The project coordinator, however, submitted 33 unsolicited letters from students and staff of schools from which students attended the assemblies.

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1. Data submitted to the ECIA Chapter 2 Evaluation Unit by the Multi-Arts project director by June, 1984, will show that at least 3 assemblies have been held at the Duke Ellington School, for a maximum of 500 elementary, and junior high school students.	Agreement	1. Although space was limited due to the construction activities at the Duke Ellington School, 1600 students attended the assemblies with 600 at the Christmas Program, 500 at the Black History Assembly and 500 at the Spring Dance Recital.
2. Analysis of student responses on the arts awareness questionnaire, submitted to the ECIA chapter 2 Evaluation Unit by the Multi-Arts Project Coordinator by June, 1984, will show the mean rating on awareness in the arts to be above 3 on a 5 point scale.	Discrepancy	2. The questionnaires were not submitted, but the 33 unsolicited letters were all positive. (See samples, Appendix E.)

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTING (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: The goal of the program is to provide District of Columbia Public Schools (DCPS) students with increasing awareness of, and interest in the arts as a vital force in their lives through performance and participation.

Objective B: Participants in the Multi-Arts Service program (grades 7-9) who receive exposure to the program through Lecture-Demonstrations at their home schools will demonstrate a high interest in the arts through requests for participation in workshops and through responses on questionnaires.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
Inputs "a through f" are the same as in Objective A. Please see page 1.		
g. Students from participating schools (grades 7-9)	Agreement	g. The project coordinator reported that the student participants were either the entire student body of seventh, eighth and ninth graders of the participating schools or they were a selected group of students who were either talented or interested in the arts.
h. Adequate space for Lecture-Demonstrations	Agreement	h. The project coordinator reported that ample space for the lecture-demonstrations was provided in the schools and this was observed by the evaluators. The project was usually allowed use of the school auditorium and classrooms for the mini-workshops for each art form.

OBJECTIVE B

PART I (continued)

INPUTS

INTENDED	STATUS	OBSERVED
i. Appropriate arts materials and equipment	Agreement	i. The project coordinator reported that arts materials and equipment were appropriate for the lecture-demonstrations, and these were observed by the evaluators.
j. Adequate office supplies	Agreement	j. Office supplies were reported to be adequate. Most of the supplies came from Ellington School.
k. "Survey of Interest" forms for participating schools	Agreement	k. A "Survey of Interest Form" was observed to be on file at the project office.
l. Project designed student interest questionnaires	Agreement	l. Student interest questionnaires were designed by the ECIA Chapter 2 Evaluation Unit with input from the department heads through the project coordinator.

OBJECTIVE B

PART II

PROCESSES †

INTENDED	STATUS	OBSERVED
1.1 The school principal, project coordinator and department heads will refine a "Survey of Interest" form.	Agreement	1.1 A "Survey of Interest" form was refined and on file in the project office.
1.2 The "Survey of Interest" form will be sent to DCPS junior high and middle schools.	Agreement	1.2 The "Survey of Interest" forms were sent to junior high and middle schools and returned as evidenced by letters of transmittal and completed forms on file. (See Appendix F.)
1.3 The results of the interest survey will be analyzed by the project coordinator, principal and department heads to determine the direction of the lecture-demonstrations.	Agreement	1.3 The results from the "Survey of Interest" form were used to determine the direction of the program for the various schools involved as evidenced by the scheduling of lecture-demonstrations.
1.4 The project coordinator will coordinate with the principal, department heads and the school contact person to schedule the lecture-demonstrations based on the results of the "Survey of Interest" form.	Agreement	1.4 A schedule of lecture-demonstrations was provided to the Evaluation Unit by the project coordinator. (See Appendix G.)
1.5 Each department head will prepare lecture-demonstrations based on his/her previously submitted descriptions.	Agreement	1.5 Department heads prepared lecture-demonstrations, the results of which were observed by the evaluators.
1.6 Students from grades 7-9 whose teachers have signed up in advance will attend the lecture-demonstrations.	Agreement	16. As observed by the Evaluation Unit, and reported by the project coordinator, students whose teachers signed up in advance attended the lecture-demonstrations.

† Processes numbered to correspond with outcomes

OBJECTIVE B

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
2. Students who attend the lecture-demonstrations will complete a questionnaire which assesses (a) student interest in the arts and (b) student interest in participation in a workshop.	Agreement	2. A questionnaire was developed by the ECIA Chapter 2 Evaluation Unit with input from the project coordinator and Department Heads. Students who attended the lecture-demonstrations completed the questionnaire.
1. and 2. The Project Coordinator will submit outcome data to the Evaluation Unit by June 1984.	Agreement	1. and 2. Completed questionnaires were submitted to the Evaluation Unit.

† Processed numbered to correspond with outcomes

OBJECTIVE B

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1. By June, 1984, data submitted to the ECIA Chapter 2 Evaluation Unit will show that lecture-demonstrations have taken place as planned, based on the needs assessment.	Agreement	1. Calendars provided by the project coordinator as well as site observations showed that eight lecture-demonstrations took place based on the requests submitted, indicating needs. (See Appendix G.)
2a. By June, 1984, data submitted to the ECIA Chapter 2 Evaluation Unit by the Multi-Arts Project Coordinator will show that an average of 6 students from each school that has an arts lecture-demonstration, will request participation in a workshop.	Agreement	2a. Over half the students attending the lecture-demonstrations indicated their interest in participating in a workshop and in further training. Of 103 students completing surveys, on the question referring to interest in participating in a workshop, 60, (an average of 8 per lecture-demonstration school) or 58% of the total, checked 4 or 5 on a scale of 1-5 with 5 being "strongly agree." Using the same scale 98, (an average of 12 per school) out of 178 (57%) indicated interest in further training. On both questions, the greatest interest was in dance with 89% checking 4 or 5 on participating in a workshop and 78% on further training. (See Appendix H.)

OBJECTIVE 8

PART III (continued)

OUTCOMES

INTENDED	STATUS	OBSERVED
b. By June, 1984, results of the lecture-demonstration student questionnaires, submitted to the ECIA Chapter 2 Evaluation Unit by the Multi-Arts project coordinator will show the mean rating on interest in the arts to be 4 on a 5 point scale.	Agreement	2b. Appendix I shows the summary of student ratings of lecture-demonstrations with the first chart being on interest in the arts. The mean rating for a total of 156 students comprising the four art areas, was 4. In individual areas the mean ratings were 4 for dance, music and visual arts and 3 for theatre. Students were asked by the arts coordinators to rate other areas. The results, also reported in Appendix I, showed that at least 70% of the students in all areas enjoyed the activities, felt they had learned a lot and were interested in further participation. In addition to learning about interest in the arts, the Department Heads asked the participants a series of questions on their musical backgrounds. Although the information was not required (to see if objectives were met) it was analyzed as a contribution to program planning. The results are summarized in Appendixes J (Dance), K (Music), L (Visual Arts) and M (Drama).

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTING (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: The goal of the program is to provide District of Columbia Public Schools (DCPS) students with increasing awareness of, and interest in the arts as a vital force in their lives through performance and participation.

Objective C: Participants in the Multi-Arts Service program who attend workshops held at the Duke Ellington School of the Arts, will demonstrate through requests for auditions and through responses on questionnaires, a high interest in pursuing the study of the arts.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
Inputs "a thorough f" are the same as in Objective A. Please see page 1.		
g. Counselors and/or principals from participating schools	Agreement	g. Names of Counselors and/or principals from schools where lecture-demonstrations were held were listed in school directories.
h. Adequate space for workshops	Agreement	h. Classrooms at Ellington were deemed adequate as verified by department heads.
i. Adequate office supplies	Agreement	i. The project coordinator reported that office supplies were adequate.
j. Project designed Workshop Questionnaire designed to assess student interest in pursuing the arts	Agreement	j. A Workshop Questionnaire designed to measure student interest in pursuing the arts was designed by the ECIA Chapter 2 Evaluation Unit and reviewed by the department heads.

OBJECTIVE C

PART II

PROCESSES †

INTENDED	STATUS	OBSERVED
1.1 The project coordinator, principal and department heads will examine the responses on the interest questionnaires to help determine which students will be invited to attend the workshops.	Agreement	1.1 After examining the responses, the team decided to send a letter to all junior high and middle schools requesting that schools identify students in order to expedite the selection of participants. (See letter, Appendix N.)
1.2 The project coordinator will send a list of students who have indicated interest in participating in workshops to the contact persons requesting school recommendation.	Discrepancy	1.2 The change in plans is described in 1.1 above
1.3 Department heads will schedule workshops.	Agreement	1.3 Workshops were scheduled for March 14, 1984. Because of heavy scheduling by staff, no others could be scheduled.
1.4 The project coordinator will send letters to students who qualify for the workshops based on the recommendations.	Discrepancy	1.4 Due to staff scheduling limitations, this was not done.
1.5 Each department head will prepare workshops based on previously submitted descriptions.	Agreement	1.5 The workshops on March 14, 1985 were prepared by department heads as verified by the project coordinator
2.1 Students who attend the workshops will complete the Workshop Interest Questionnaire on pursuing the study of the arts.	Discrepancy	2.1 Students were not requested to complete the Workshop Interest Questionnaire.

† Processes numbered to correspond with outcomes

OBJECTIVE C

PART II

PROCESSES †

INTENDED	STATUS	OBSERVED
1. and 2. The project coordinator will submit outcome data to the Evaluation Unit by June, 1984	Discrepancy	1. and 2. No data were available.

† Processes numbered to correspond with outcomes

OBJECTIVE C

PART III

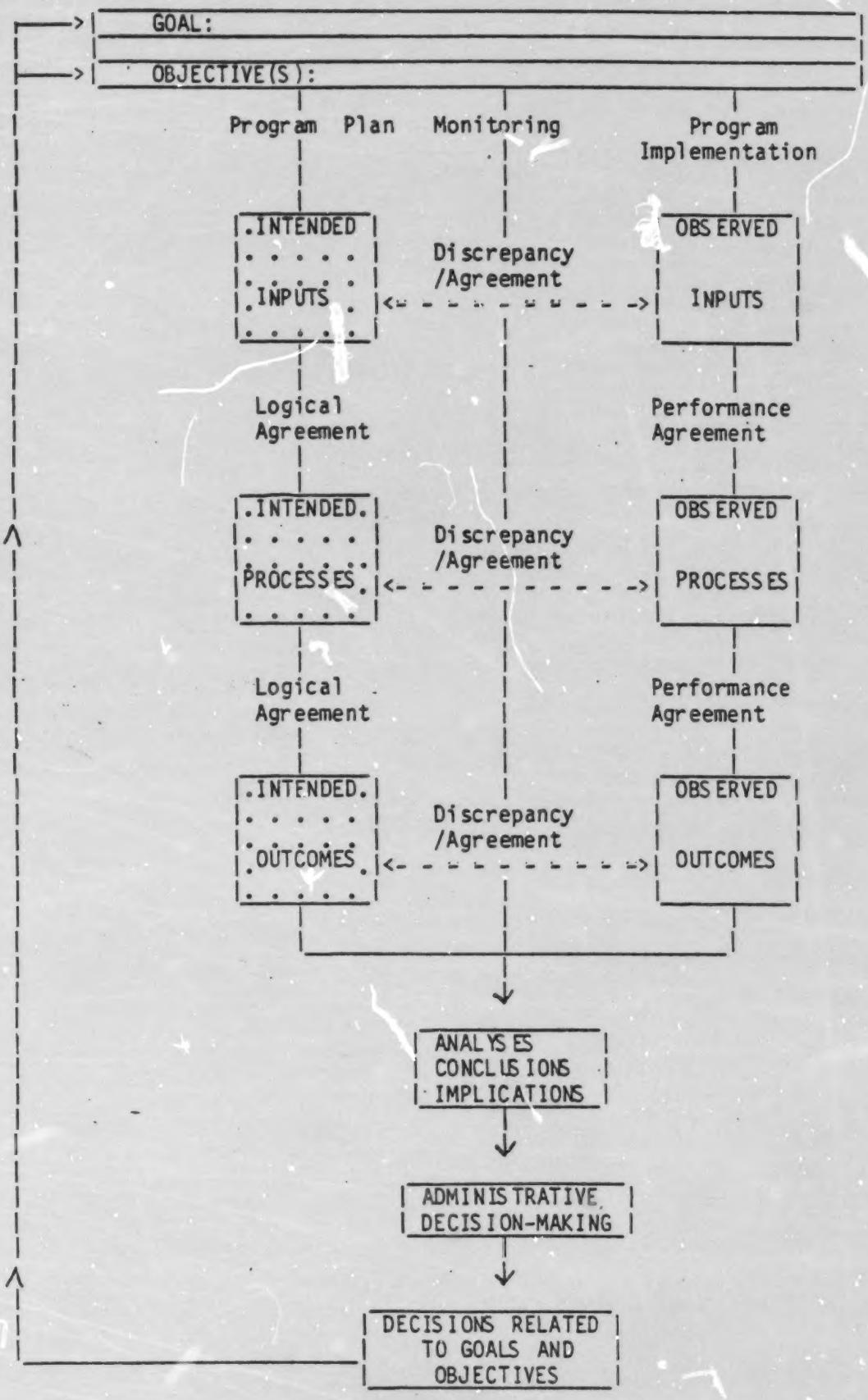
OUTCOMES

INTENDED	STATUS	OBSERVED
1. Data submitted by the project coordinator to the ECIA Chapter 2 Evaluation Unit by June, 1984 will show that each of the art forms (music, drama, visual arts and dance) have presented at least one workshop.	Agreement	1. Workshops for each of the art forms were presented at Fillmore Art Center and attended by students from Hardy Middle School, on March 14, 1985. No other workshops were held because of time constraints.
2. Analysis of responses on the Workshop Questionnaire submitted by the project coordinator to the ECIA Chapter 2 Evaluation Unit by June, 1984 will show that at least 10% of the workshop participants will request auditions to attend Duke Ellington School of the Arts.	Discrepancy	2. Questionnaires were not distributed at the one workshop which was held.
3. Analysis of responses on the Workshop Student Questionnaire will show the mean rating on interest in pursuing the study of the arts to be 4 on a 5 point scale.	Discrepancy	3. No questionnaires were completed.

APPENDIX A

EVALUATION MODEL SCHEMA

EVALUATION MODEL SCHEMA



APPENDIX B

STUDENT AWARENESS QUESTIONNAIRE

MULTI-ARTS SERVICE PROGRAM
THE INTERDISCIPLINARY WINTER PRODUCTION
STUDENT AWARENESS QUESTIONNAIRE
(GRADES 6-9)

School _____ Grade _____

1. Is this the first time you have seen a live performance in dance or theatre or music? (Check Yes or No for each art form identified below)

   a. Dance Yes ____ No ____

   b. Theatre and drama Yes ____ No ____

   c. Music (Instrumentals) Yes ____ No ____

   d. Singing Yes ____ No ____

2. Did the presentation increase your knowledge of what performing arts is all about? Rate yourself on the scale provided.

	Yes		Somewhat		No
	5	4	3	2	1
a. Dance					
b. Theatre and drama					
c. Music (Instrumentals)					
d. Singing					

3. To what degree did you enjoy the various art forms presented? Rate yourself on the scale provided.

	High Degree				Low Degree
	5	4	3	2	1
a. Dance					
b. Theatre and drama					
c. Music (Instrumentals)					
d. Singing					

4. What did you like best about the presentation? _____

_____

5. What did you like least about it? _____

_____

APPENDIX C

SAMPLE OF PRESS RELEASE

DUKE ELLINGTON SCHOOL OF THE ARTS

35th & R Streets, N. W.
Washington, D. C. 20007

November 28, 1983

Contact: Jean R. Yancey

Telephone: (202) 282-0123

FOR IMMEDIATE RELEASE

The Duke Ellington School of the Arts will present an interdisciplinary winter production. The program will include works of talented members of the Theatre, Dance and Music Departments.

The School of the Arts is the only facility of its kind in this immediate area. Come and support our Public School Talent!!

On December 19, 1983 at 12:30, the program is expected to last approximately 90 minutes.

Because of the current renovation now taking place at the Ellington School, the performance will be held at the Zion Baptist Church - 4850 Blagden Ave., N.W.

Please park all buses on Colorado Avenue.

Name of School _____

Number of Students _____

Contact Person _____

Telephone Number _____

APPENDIX D

SAMPLE OF RESERVATIONS LIST FOR
MULTI-ARTS PROGRAM ASSEMBLY

RESERVATIONS FOR MULTI-ARTS PROGRAM ASSEMBLY

Emery School	55 Students
LaSalle Dancers	10 Students
LaSalle	100 Students
Lafayette	105 Students
Birney Elementary	55 Students
Bunker Hill	30 Students
Hendley Elementary	60 Students
Operations Sisters United (D.C. Public School Students)	60 Students
Friendship House	30 Students
Anthony Bowen YMCA	15 Students

December 19, 1983
Lafayette Elementary School
Broad Branch Road & Northampton St., N.W.
Washington, D.C. 20015

Dear Mrs. Yancey,

Thank you very much for inviting my class to the performance of students from the Duke Ellington School of the Arts. My favorite part was the skit. It was very funny and the actors and actresses performed very well. I also thought that the singers were good. It was an excellent performance and was glad I came. Thank you again for inviting us.

Sincerely,

Dear Ms. Jean Yancey,

I enjoyed the production at Zion Baptist Church. Thank you for inviting me. I thought that the comical part was funny. I also enjoyed the musical instruments. My favorite was the drums. It was a very nice program. I was glad to see you there because you were my old kindergarten teacher.

Sincerely,

APPENDIX E

SAMPLES OF UNSOLICITED LETTERS
CONCERNING ASSEMBLIES

THE SIDWELL FRIENDS SCHOOL
3825 Wisconsin Avenue, N.W. Washington, D.C. 20016

February 22, 1984

Jean Yancey
Duke Ellington School for
the Performing Arts
35th and R Streets
Washington, D.C. 20007

Dear Ms. Yancy:

The performance was wonderful! Through song, dance and drama, the Duke Ellington Students superbly traced the rich and varied history of Black people in America. The African dance was especially appropriate because it reminded us of the root of all forms of Black expression.

Black History Month provides an opportunity for us to share our historical talents with others, and the Black Student Union is honored that your school has made that opportunity a successful reality.

Please express our heartfelt appreciation to the Duke Ellington Faculty and students.

Sincerely,

APPENDIX F

SURVEY OF INTEREST QUESTIONNAIRE FOR
LECTURE-DEMONSTRATIONS

DUKE ELLINGTON SCHOOL OF THE ARTS
35th & R Streets, N.W.

The Duke Ellington School of the Arts has developed a Multi-Arts Service Program for the D.C. Public School System.

In this second year of the program, schools in each region will be selected to participate in one or more program areas related to the Arts Program at Ellington School. A lecture-demonstration will be held in the discipline or disciplines determined by your response to this questionnaire, possibly limited by demand. The demonstration will be followed by workshops at Ellington for students you recommend. The program is offered without cost to participating schools.

If your school is interested in any phase of the Multi-Arts Program, please fill out the attached questionnaire and return it to:

Jean R. Yancey, Multi-Arts Program Coordinator
Duke Ellington School of the Arts
35th & R Streets, N.W.
Washington, D.C. 20007

Forms should be returned by October 21, 1983.

QUESTIONNAIRE FOR MULTI-ARTS PROGRAM

Name of School _____

Contact Person _____

Through the Multi-Arts Program, demonstrations can be scheduled at your school, for sessions approximately one hour in length, one day a week.

1. a. Is this time period convenient during your school day? Yes ___ No ___

   b. During which part of the day?
   9 AM ____ 12 PM ____ 1 PM ____

   T _____ W _____ TH _____

2. How many students, grades 7, 8 and 9 may we serve? _____

3. Does your school have a gymnasium, stage or multi-purpose room to accommodate the classes? Yes ____ No ____ Gym ____ Stage ____ Multi-Purpose ____

4. Your space holds _____persons.

5. Your stage is approximately _____feet wide and approximately _____feet deep.

6. Are you intrested in: Dance Demonstration _____

   Music Demonstration _____

   Visual Arts Demonstration _____

   Drama Demonstration _____

   All of the above _____

7. When would be the best time to start the program in your school?
   _____ (Nov., Dec., Jan., Feb.)

8. Would you be interested in recommending students to send to Ellington for workshops as a follow-up to the demonstration? Yes ____ No ____

9. Does your school have a Drama Club or Drama Class? Yes ____ No ____

10. How many students are involved in your Music program? Voice ____
Instrumental ____

11. Please give a breakdown of specific instruments being studied.
Trumpet _____ Saxaphone _____ Other _____

12. Is general music taught on every level at your school? Yes ____ No ____
Grades 7th ____ 8th ____ 9th ____

13. Is there a Chorus, Glee Club or Band? Yes ____ No ____
Chorus ____ Glee Club ____ Band ____ How Many _____

14. Is it possible to prepare the students (in general music classes, band or choir) for the programs we will present? Yes ____ No ____

15. Is a program in dance currently being offered at your school?
Yes ____ No ____

16. If the answer is yes (#15), please indicate the following:

a. How many students are in your dance program? _____

b. What form of dance is taught? _____

c. How many and what day(s) a week are lessons taught?
How many? _____ What day(s) M ___ T ___ W ___ TH ___ FR ___

d. Is this program a part of your regular curriculum or an after school project? Regular ____ After School ____

If dance is not a part of any of your programs, are you interested in establishing such a program? Yes ____ No ____

17. Does your school have a structured fine or visual art program available?
Yes ____ No ____

18. Are students required to participate in art classes within the curriculum at any time during their years in school? Yes ____ No ____

19. If so, at what level? _____

What are the major areas of importance within your Arts curriculum?

_____

20. Are there students in your school who you feel are talented enough to make a career in the arts? Yes ____ No ____

21. Is there any counseling done with regard to Art careers in your school?
Yes ____ No ____

22. Would any of your students be interested in a visual art presentation specifically designed to improve their drawing skills? Yes ____ No ____

23. Do you know of any students from your school now attending Ellington? Yes ____ No ____ if so, please name them. _____

_____

_____

24. Would any of your students be interested in a visual arts presentation specifically designed to enrich their understanding of how simple sculpture is made? Yes ____ No ____

APPENDIX G

SCHEDULE OF MULTI-ARTS LECTURE-DEMONSTRATION PERFORMANCES

SCHEDULE OF MULTI-ARTS LECTURE-DEMONSTRATION PERFORMANCES

9:30 a.m.

November 30, 1983 - Hamilton Jr. High

December 2, 1983 - Brookland Middle School

December 8, 1983 - Browne Jr. High

December 14, 1983 - Friendship Educational Center

December 21, 1983 - Fillmore Arts Center

January 19, 1984 - Winston Educational Center

January, 1984 - Terrell Jr. High

March 7, 1984 - Evans Jr. High

APPENDIX H

QUESTIONNAIRE SUMMARIES ON INTEREST IN ARTS
WORKSHOPS AND OTHER TRAINING

QUESTIONNAIRE SUMMARIES ON INTEREST IN ARTS
WORKSHOPS AND TRAINING

N=173

Art Form	Interested in a Workshop			Interested in More Training		
	Number Checking 4 or 5 Rating*	Total Number Completing Form	Percent 4 or 5 Rating	Number Checking 4 or 5 Rating	Total Number Completing Form	Percent 4 or 5 Rating
Dance	33	37	89	29	37	78
Theatre	5	14	36	7	14	50
Music	**	-	-	39	70	56
Visual Arts	22	52	52	23	52	44
Total	60	103	58	98	173	57

* Rating scale of 1 to 5 with 5 = Strongly Agree.

** Department Head did not wish to include this question.

APPENDIX I

SUMMARY OF STUDENT RATINGS OF LECTURE-DEMONSTRATIONS

SUMMARY OF LECTURE-DEMONSTRATION STUDENT RATINGS
FOR INTEREST IN THE ARTS

Mean Ratings*

	Dance	Theatre	Music	Visual Arts	Total
	N=35	N=13	N=62	N=46	N=156
$\bar{X}$ =	4	3	4	4	4

* Scale was 1-5 with 5 indicating very high interest and 1, very low.

SUMMARY OF COMPLETE LECTURE-DEMONSTRATION STUDENT RATINGS
FOR EACH ART FORM

Summary of Ratings Completed - Multi-Arts: Dance Lecture-Demonstration
1984 Number of Respondents = 37

Item	Strongly Agree (5)		(4)		(3)		(2)		Strongly Disagree (1)		No Response		Total		Mean
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	
a. I learned a whole lot about dance techniques from the lecture-demonstration on classical and modern dance.	22	59.5	5	13.5	4	10.8	1	2.7	2	5.4	3	8.1	37	100	4.29
b. The lecture-demonstration increased my interest in classical ballet and modern dance.	21	56.8	6	16.2	5	13.5	1	2.7	2	5.4	2	5.4	37	100	4.23
c. I am interested in taking a summer dance course at Ellington.	23	62.2	6	16.2	5	13.5	1	2.7	1	2.7	1	2.7	37	100	4.36
d. I am interested in a dance workshop at Ellington.	25	67.6	8	21.6	2	5.4	1	2.7	0	0.0	1	2.7	37	100	4.58
AVERAGE PERCENT		61.5		16.9		10.8		2.7		3.4		4.7		100	4.37

SUMMARY OF COMPLETE LECTURE-DEMONSTRATION STUDENT RATINGS
FOR EACH ART FORM
(continued)

Summary of Ratings Completed - Multi-Arts: Theatre Lecture-Demonstration
1984 Number of Respondents = 14

Item	Strongly Agree (5)		(4)		(3)		(2)		Strongly Disagree (1)		No Response		Total		Mean
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	
a. I learned a whole lot about theatre from the lecture-demonstration.	3	21.4	2	14.3	6	42.9	2	14.3	0	0.0	1	7.1	14	100	3.46
b. I enjoyed the lecture-demonstration.	6	42.9	3	21.4	3	21.4	1	7.1	1	7.1	0	0.0	14	100	3.86
c. The lecture-demonstration increased my interest in the theatre.	3	21.4	3	21.4	3	21.4	0	0.0	4	28.6	1	7.1	14	100	3.08
d. I am interested in participating in a theatre workshop at Ellington.	2	14.3	3	21.4	6	42.9	1	7.1	1	7.1	1	7.1	14	100	3.31
e. I am interested in getting more training in theatre.	4	28.6	3	21.4	4	28.6	0	0.0	2	14.3	1	7.1	14	100	3.54
AVERAGE PERCENT		25.7		20.0		31.4		5.7		11.4		5.7		100	3.45

SUMMARY OF COMPLETE LECTURE-DEMONSTRATION STUDENT RATINGS
FOR EACH ART FORM
(continued)

Summary of Ratings Completed - Multi-Arts: Music Lecture-Demonstration
1984 Number of Respondents = 70

Item	Strongly Agree (5)		(4)		(3)		(2)		Strongly Disagree (1)		No Response		Total		Mean
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	
a. I enjoyed the music lecture presented today.	35	50.0	18	25.7	8	11.4	2	2.9	0	0.0	7	10.0	70	100	4.37
b. I enjoyed the music lecture-demonstration presented today.	39	55.7	20	28.6	0	0.0	1	1.4	2	2.9	8	11.4	70	100	4.50
c. I learned a whole lot about music from the lecture-demonstration.	23	32.9	12	17.1	23	32.9	3	4.3	2	2.9	7	10.0	70	100	3.81
d. The lecture-demonstration increased my interest in music.	27	38.6	15	21.4	8	11.4	8	11.4	4	5.7	8	11.4	70	100	3.85
e. I am interested in getting more training in music at Ellington.	29	41.4	10	14.3	6	8.6	9	12.9	5	7.1	11	15.7	70	100	3.83
AVERAGE PERCENT		43.7		21.4		12.9		6.6		3.7		11.7		100	4.07

SUMMARY OF COMPLETE LECTURE-DEMONSTRATION STUDENT RATINGS
FOR EACH ART FORM
(continued)

Summary of Ratings Completed - Multi-Arts: Visual Arts Demonstration
1984 Number of Respondents = 52

Item	Strongly Agree (5)		(4)		(3)		(2)		Strongly Disagree (1)		No Response		Total		Mean
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	
a. I enjoyed the lecture on silkscreening.	17	32.7	11	21.2	6	11.5	8	15.4	1	1.9	9	17.3	52	100	3.81
b. I enjoyed the demonstration on silkscreening.	29	55.8	12	23.1	3	5.8	3	5.8	0	0.0	5	9.6	52	100	4.43
c. I learned a whole lot about silkscreening from the lecture-demonstration.	16	30.8	14	26.9	7	13.5	4	7.7	3	5.8	8	15.4	52	100	3.82
d. The lecture-demonstration increased my interest in the visual arts.	13	25.0	20	38.5	9	17.3	3	5.8	1	1.9	6	11.5	52	100	3.89
e. I am interested in participating in a visual arts workshop at Ellington.	15	28.8	7	13.5	8	15.4	9	17.3	7	13.5	6	11.5	52	100	3.30
f. I am interested in getting more training in the visual arts at Ellington.	14	26.9	9	17.3	6	11.5	8	15.4	9	17.3	6	11.5	52	100	3.24
AVERAGE PERCENT		33.3		23.4		12.5		11.2		6.7		12.8		100	3.75

APPENDIX J

ADDITIONAL QUESTIONNAIRE RESPONSES FOR
THE DANCE PROGRAM

DANCE LECTURE-DEMONSTRATION

STUDENT QUESTIONNAIRE
N=37

Item 1: We are interested in knowing the kind of dance you have studied, the number of years or months of study and from whom you studied dance. Please fill in this information in the boxes below.

Part A

Number of Months of Study	Classical Ballet		Modern		Ethnic (i.e. African or Folk Dance)		Other (Specify)	
	#	%	#	%	#	%	#	%
2	2	5.4	1	2.7	1	2.7	-	-
3	1	2.7	5	13.5	-	-	-	-
5	-	-	1	2.7	-	-	-	-
6	-	-	1	2.7	-	-	-	-
12	2	5.4	1	2.7	-	-	-	-
24	-	-	-	-	1	2.7	-	-
36	-	-	1	2.7	-	-	-	-
60	-	-	-	-	-	-	2	5.4

No Response N=24 - 64.9%

Item 1 (continued)

Part B

Number of Institutions from which you received training	Classical Ballet		Modern		Ethnic (i.e. African or Folk Dance)		Other (Specify)	
	#	%	#	%	#	%	#	%
Hamilton	2	5.4	3	8.1	1	2.7	2	5.4
Evans	-	-	-	-	-	-	-	-
Friendship	1	2.7	3	8.1	-	-	-	-
Walker-Jones	-	-	1	2.7	-	-	-	-
Washington Highland	-	-	1	2.7	1	2.7	-	-
Private	2	5.4	2	5.4	-	-	-	-

No Response N=24 - 64.9%

Part C

Name of primary instructor from whom you received training	Classical Ballet		Modern		Ethnic (i.e. African or Folk Dance)		Other (Specify)	
	#	%	#	%	#	%	#	%
Chaney Taylor	2	5.4	2	5.4	-	-	2	5.4
Mrs. Brown	-	-	-	-	1	2.7	-	-
Mrs. Day	1	2.7	-	-	-	-	-	-
Robin Taylor	-	-	1	2.7	-	-	-	-
Mrs. Crockette	-	-	-	-	1	2.7	-	-
Ms. Marshal	1	2.7	-	-	-	-	-	-

No Response N=31 - 83.8%

Item 1 (continued)

Part D

Level of dance performance	Classical Ballet		Modern		Ethnic (i.e. African or Folk Dance)		Other (Specify)	
	#	%	#	%	#	%	#	%
Very well	3	8.1	10	27.0	3	8.1	2	5.4
Not very well	11	29.7	6	16.2	8	21.6	3	8.1
Not at all	3	8.1	1	2.7	1	2.7	1	2.7

No Response N=14 - 37.8%

Item 2: How many times have you gone to the theatre to see a professional dance performance?

Number of Times	#	%
Once	13	35.1
Twice	10	27.0
3 Times	6	16.2
More than 3 Times	5	13.5
No Response	3	8.1

Item 3: What professional dance groups have you seen?

Dance Groups	#	%
Ballet	10	27.0
Tap	2	5.4
Modern	11	29.7
African	1	2.7
No Response	20	54.1

APPENDIX K

ADDITIONAL QUESTIONNAIRE RESPONSES
FOR THE MUSIC PROGRAM

MUSIC LECTURE-DEMONSTRATION

STUDENT QUESTIONNAIRE
N=70

Item 4: Check the musical instruments which you can play and indicate how long you have played them.

Instrument	#	%	1		2		3		4		5		6		More Than 6	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
Piano	13	18.6	9	12.9	4	5.7	-	-	-	-	-	-	-	-	-	-
Flute	5	7.1	3	4.3	2	2.9	-	-	-	-	-	-	-	-	-	-
Recorder	2	2.9	1	1.4	1	1.4	-	-	-	-	-	-	-	-	-	-
Oboe	1	1.4	1	1.4	-	-	-	-	-	-	-	-	-	-	-	-
Clarinet	7	10.0	5	7.1	2	2.9	-	-	-	-	-	-	-	-	-	-
Saxophone	7	10.0	3	4.3	3	4.3	1	1.4	-	-	-	-	-	-	-	-
Harmonica	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
French Horn	2	2.9	2	2.9	-	-	-	-	-	-	-	-	-	-	-	-
Guitar	2	2.9	1	1.4	1	1.4	-	-	-	-	-	-	-	-	-	-
Violin	2	2.9	-	-	2	2.9	-	-	-	-	-	-	-	-	-	-
Viola	2	2.9	1	1.4	-	-	1	1.4	-	-	-	-	-	-	-	-
Cello	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
String Bass	1	1.4	1	1.4	-	-	-	-	-	-	-	-	-	-	-	-
Trombone	6	8.6	5	7.1	1	1.4	-	-	1	1.4	-	-	-	-	-	-
Euphonium	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tuba	1	1.4	-	-	1	1.4	-	-	-	-	-	-	-	-	-	-
Trumpet	12	17.1	7	10.0	2	2.9	-	-	2	2.9	1	1.4	-	-	-	-
Drums	5	7.1	4	5.7	1	1.4	-	-	-	-	-	-	-	-	-	-
Bells	1	1.4	1	1.4	-	-	-	-	-	-	-	-	-	-	-	-
No Response	15	21.4														

Item 5: Are you a member of the:

Choir	Response	#	%
School	Yes	17	22.3
	No	8	11.4
Church	Yes	20	25.6
	No	24	34.3
	No Response	28	40.0

Item 6: How many years of voice instruction have you had?

Number of Years	#	%
0	20	28.6
1	10	14.3
2	11	15.7
3	1	1.4
4	1	1.4
8	1	1.4
NR	26	37.1

Total Number of Years: 47

Total Number of Responses: 34

Average: 1.4 years

APPENDIX L

ADDITIONAL QUESTIONNAIRE RESPONSES
FOR THE VISUAL ARTS PROGRAM

THE MULTI-ARTS SERVICE PROGRAM
VISUAL ARTS LECTURE-DEMONSTRATION

STUDENT QUESTIONNAIRE
N=52

Item 4: Are you interested in becoming an artist?

Response	#	%
Yes	35	67.3
No	15	28.8
No Response	2	3.8

Item 5: Listed below are the names of artists. Check those artists with whose work you are familiar.

Name of Artist	#	%
Michelangelo	32	61.5
Albert Ryder	1	1.9
Leonardo da Vinci	26	50.0
Thomas Eakins	1	1.9
Louis Jones	1	1.9
Picasso	22	42.3
Cotlin	1	1.9
Winslow Homer	-	-
Others (specify Joseph Turner	1	1.9

Item 6: Check the areas of art in which you have worked and indicated for how long.

Areas of Art Worked	#	%	Number of Years of Art Experience*											
			1		2		3		4		5		6 or More	
			#	%	#	%	#	%	#	%	#	%	#	%
Drawing	42	80.8	9	17.3	4	7.7	3	5.8	3	5.8	5	9.6	17	32.7
Painting	27	51.9	4	7.7	4	7.7	7	13.5	3	5.8	2	3.8	7	13.5
Printmaking	19	36.5	12	23.1	4	7.7	1	1.9	-	-	-	-	1	1.9
Sculpturing	6	11.5	4	7.7	-	-	2	3.8	-	-	-	-	-	-
Ceramics	11	21.2	7	13.5	3	5.8	-	-	1	1.9	-	-	-	-
Others (specify below)														
Silkscreen	1	1.9	-	-	-	-	1	1.9	-	-	-	-	-	-
No Response	5	9.6												

* No Response - 59.6%

Item 7: Rank the following art forms in order of interest to you. Use 1 for the one you like the most and 6 (or 7) for the one you like the least.

Art Forms	Most Liked		Least Liked		No Response		Not Scorable	
	N	%	N	%	N	%	N	%
Drawing	18	34.6	2	3.8				
Painting	1	1.9	2	3.8				
Printing	4	7.7	5	9.6	6	11.5	18	34.6
Sculpturing	1	1.9	5	9.6				
Ceramics	2	3.8	12	23.1				
Other (specify) Weaving	-	-	1	1.9				

Item 8: Which of the following art museums have you visited?

Art Museums Visited	N	%
National Art Gallery	33	63.5
National Museum of American Art	27	51.9
Museum of African Art	19	36.5
National American Art Gallery	14	26.9
Corcoran Gallery of Art	7	13.5
Hirshhorn Gallery	5	9.6
Renwick Gallery	3	5.8
Phillips Gallery	1	1.9
No Response	9	17.3

APPENDIX M

ADDITIONAL QUESTIONNAIRE RESPONSES
FOR THE DRAMA PROGRAM

QUESTIONNAIRE RESPONSES FOR THE DRAMA PROGRAM

Item 1: Circle the number of plays which you have seen within the past 3 years.

Number of Plays	N	%
0	2	10
1	5	25
2	5	25
3	4	20
4	1	5
5	2	10
6	-	-
More than 6	-	-
No Response	1	5

Item 2: Are you interested in making a career in theatre?

	N	%
Yes	4	20
No	6	30
Undecided	10	50
No Response	-	-

Item 3: How many years of theatre training (if any) have you had?

Years of Training	N	%
0	17	85
1	1	5
2	-	-
3	-	-
4	-	-
5	-	-
6	-	-
More than 6	-	-
No Response	2	10

Item 4: Where did you get your training?

	N	%
Bowen Elementary	1	5
No Training	4	20
No Response	15	75

Item 5: Rate your theatre skills in the areas listed using the scale provided.

Theatre Skills	Excellent		Good		Fair		Poor		No Skills		No Response	
	#	%	#	%	#	%	#	%	#	%	#	%
Singing	3	15	2	10	8	40	2	10	3	15	2	10
Dancing	1	5	4	20	6	30	5	25	2	10	1	5
Public Speaking	1	5	4	20	9	45	3	15	2	10	1	5
Acting (comedy)	1	5	4	20	9	45	1	5	5	25	1	5
Acting (tragedy)	1	5	3	15	8	40	1	5	6	30	1	5
Playwriting	-	-	-	-	2	10	1	5	4	20	11	55
Technical Theatre (i.e., backstage work)	-	-	2	10	3	15	-	-	5	25	9	45
Other Skills (specify) Drama	-	-	-	-	1	5	-	-	2	10	15	75
Playing musical instruments specify the instrument you can play:												
i. Piano	-	-	1	5	1	5	-	-				
ii. Violin	-	-	1	5	1	5	-	-				
iii. Bells	-	-	1	5	-	-	-	-				
iv. Drums	-	-	-	-	2	10	-	-	1 - 5%		12 - 60%	
v. Clarinet	-	-	-	-	1	5	-	-				
vi. Saxophone	-	-	-	-	2	10	-	-				
vii. Trumpet	-	-	-	-	-	-	1	5				
viii. Flute	-	-	-	-	-	-	3	15				

Item 6: Do you have an active theatre club in your school?

	N	%
Yes	7	35
No	11	55
Don't Know	1	5
No Response	1	5

Item 7: Are you a member of this club?

	N	%
Yes	-	-
No	19	95
No Response	1	5

Item 8: How much television (TV) do you watch in a given day?

Amount of TV Watched per Day	N	%
1 - 2 hours	7	35
3 - 4 hours	2	10
4 - 5 hours	1	5
More than 5 hours	9	45
No Response	1	5

Item 9: What TV shows do you watch?

TV Shows You Watch	N	%
The A Team	7	35
Fame	7	35
Different Strokes	5	25
Good Times	5	25
Three's Company	4	20
Dallas	3	15
Dynasty	3	15
Facts Of Life	3	15
Hart To Hart	3	15
The Jeffersons	3	15
The Love Boat	3	15
Cartoons	2	10
Falcon Crest	2	10
General Hospital	2	10
Gimme A Break	2	10
Hotel	2	10
Hill St. Blues	2	10
Happy Days	2	10
Silver Spoons	2	10
Alice	1	5
Benson	1	5
Chips	1	5
Comedy	1	5
Dukes Of Hazard	1	5
Emerald Pt.	1	5
Fantasy Island	1	5
Hardcastle and McCormick	1	5
Knot's Landing	1	5
Knight Rider	1	5
Mork And Mindy	1	5
Murders	1	5
MASH	1	5
Riptide	1	5
Sanford And Son	1	5
Trapper John, M.D.	1	5
Webster	1	5
No Response	1	5

Item 10: What is your favorite TV show?

Favorite TV Show	N	%
The A Team	4	20
Fame	3	15
Dynasty	2	10
Hotel	1	5
Good Times	1	5
Hart To Hart	1	5
General Hospital	1	5
Facts Of Life	1	5
Gimme A Break	1	5
Knight Rider	1	5
None	2	10
No Response	2	10

Item 11: When you daydream, what is your favorite daydream subject other than boys and girls?

Daydreams	N	%
Dancing and singing	1	5
Money	1	5
Dancing and acting	1	5
If I'm going to make it in school	1	5
Math and science	1	5
Love	1	5
Whether I'm going to pass a test or not	1	5
Being a psychologist	1	5
Singing	1	5
Basketball and football	1	5
Boxing in the ring - how I'm hitting my opponent	1	5
What's going to happen in the world	1	5
Fighting	1	5
Acting	1	5
Being house speaker of Congress	1	5
I don't know	1	5
I don't daydream	1	5
No Response	2	10

Item 12: Do you take criticism well?

	N	%
Yes	2	10
No, I Do Not	4	20
Sometimes I Do	12	60
No Response	2	10

Item 13: Do you feel you benefit from it?

	N	%
Yes	4	20
No	3	15
Sometimes	9	45
No Response	4	20

Item 14: For each of the subject areas listed, circle the letter grade you received over the last 2 semesters.

Subjects	Letter Grades (Circle one)											
	A		B		C		D		F		NR	
	#	%	#	%	#	%	#	%	#	%	#	%
English	-	-	7	35	5	25	6	30	1	5	1	5
Reading	3	15	6	30	5	25	2	10	-	-	4	20
Writing	3	15	5	25	7	35	1	5	1	5	3	15
Social, Interpersonal Skills or Citizenship	6	15	8	40	1	5	2	10	-	-	3	15

Item 15: Do you feel that the grade you received in the four areas reflect what you can do in these areas?

Subjects	Yes		No		Somewhat		No Response	
	N	%	N	%	N	%	N	%
English	11	55	5	25	1	5	3	15
Reading	8	40	7	35	1	5	4	20
Writing	7	35	5	25	4	20	4	20
Social, Interpersonal Skills or Citizenship	7	35	7	35	3	15	3	15

Item 16: How did you hear about Ellington School?

	N	%
Through Ellington students who came to our school	5	25
Through people talking	4	20
Through my friends	3	15
Through TV commercials	2	10
They say Debbie Allen went there	1	5
Through my aunt	1	5
Through my teacher	1	5
Through my counselor	1	5
No Response	2	10

APPENDIX N

LETTER REQUESTING IDENTIFICATION OF STUDENTS
FOR WORKSHOPS

DUKE ELLINGTON SCHOOL OF THE ARTS
35th & R Streets N. W.
Washington, D. C. 20007

April 23, 1984

The Duke Ellington School of the Arts has developed a Multi-Arts Service Program for the D. C. Public School System. In this third year of the program, schools in each region have participated in lecture - demonstrations related to the Arts Program at Ellington School.

Workshops at Ellington in Music, Dance, Theatre and Visual Arts will now be held during the next few weeks. The workshops are offered without cost to participating schools.

If you have interested students in any phase of our program, please fill out the slip and return immediately to:

Jean R. Yancey, Multi-Arts Program Coordinator
Duke Ellington School of the Arts
35th & R Streets, N. W.
Washington, D. C. 20007
Route #1

Name of School _____

Contact Person _____

Phone Number _____

Number of interested students _____

Dance Workshop _____

Music Workshop _____

Drama Workshop _____

Visual Arts Workshop _____

You will be notified of dates and times.